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ABSTRACT

This report on the Santa Clara Plus Assessment and Activities Program describes the development of the Santa Clara Inventory of Developmental Tasks and evaluates the program's effectiveness. Intended as an observational tool for teachers concerned with the development of readiness, the Inventory provides a procedure for: (1) observing children's growth and development and assessing their individual needs; and (2) providing prescriptive programming for teachers and parents to use with individual children. The Observation Guide contains a developmental profile for each child allowing the teacher to record the child's progress in eight developmental areas: motor coordination, visual-motor performance, visual perception, visual memory, auditory perception, auditory memory, language development and conceptual development. The Inventory was tested by five learning-assistance teachers on first grade students who had shown learning and/or school adjustment problems, and with two other first grade groups: a control group of comparable students and a group of high-achieving readers. Findings indicated that good performance on the Inventory was not in itself sufficient to produce reading success. Factors such as language development, native intelligence and social-emotional development also appear to contribute to reading achievement. (Author/BF)

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Abstract

The assessment of readiness requires a procedure that is both effective and efficient. The results of that assessment should be

1. easy to administer and record
2. provide teachers and parents with a guide for developmental activities and prescriptive programing for each child.
3. effective for all children regardless of cultural background.
4. based on the experise of:
   a. Kindergarten teachers
   b. nurse
   c. speech therapist
   d. psychologist
   e. other specialists

Following assessment, the management system must provide:

a. step-by-step programing
b. parent involvement
c. on-going evaluation

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Santa Clara Plus is such a management system. It provides:

a. pre-school and primary diagnostics in 9 strands of readiness prerequisites

b. prescriptions for remediation

c. opportunities for through-the-year evaluation.

INDIVIDUALIZING THE PRIMARY PROGRAM

A Report on the Santa Clara Inventory of Developmental Tasks.

Educators agree that children are unique and that individual differences clearly exist in their development.

They do not agree on how to design our school programs to meet these individual differences. Dolores Durkin, speaking to the IRA Convention in May, 1977, stated "Professional educators are still unable to adequately accomodate individual differences. Essences of best instruction respond to these individual differences."

During the past decade there has been increased concern over the number of children who fail to reach even minimal standards of achievement in school. Current research in child development indicates the critical nature of early learning. A significantly high degree of a child's total intellectual potential is developed prior to age eight.

The report of the Task Force on Early Childhood Education, California State Department of Education states that "of great importance in the early period of a child's education is a thorough assessment of his/her developmental level in such areas as socialization, gross and fine motor coordination, visual and auditory perception and emotional security. It would also be highly desirable to be able to ascertain each child's cognitive style, or how he learns."

Assessment then, must include identification of the developmental levels that each child attains, as well as identification of the

type of program that is effective for each child's specific strengths and limitations.

The Santa Clara Inventory of Developmental Tasks was designed as a part of an ESEA Title I project during the Summer of 1967. It evolved as a result of needs expressed by classroom teachers, curriculum consultants, elementary school principals and project directors. It provides a valid procedure whereby (1) children's growth and development could be observed through a standardized process and (2) programs of remedial assistance which can be effected by both teachers and parents.

Under an Elementary and Secondary Education Act Title I grant the staff of the Santa Clara Unified School District reviewed the models developed by Gesell and Ilg, Frostig, Piaget, Kephart, Montessori, and others. The staff designed sample items for each of eight developmental areas which became the Santa Clara Inventory of Developmental Tasks. The eight developmental areas covered are Motor Coordination, Visual-Motor Performance, Visual Perception, Visual Memory, Auditory Perception, Auditory Memory, Language Development and Conceptual Development. Based upon a program of field testing which involved over 2200 teachers throughout the United States (from 1967 through 1973) items were added, deleted and modified. The progression of items were adjusted in the Observation Guide and formed into a hierarchy of skills.

The Observation Guide contains a developmental profile for each individual student. This profile allows the teacher to record each child's progress. This graphic representation helps to determine the child's preferred learning modality, and capitalizes on the strong modality to teach in the areas of need.

The profile enables the teacher to prescribe individual tasks for children when they are ready, and to skip the skills they have already mastered.

Children who are already reading at the age of four or five need to be provided with activities at their level. Those that are having difficulties need remediation where they can attain their potentials.

DEVELOPMENTAL PROFILE

							Conceptual Development	assign number value 8-8	identify first, last, top, mid dle, bottom 8-9	tell how 2 items are alike 8-10	sort objects 2 ways 8-11
						Language Development	give personal information 7-7	describe simple objects 7-8	relate words and pictures 7-9	define words 7-10	language usage 7-11
					Auditory Memory	perform 3 commands 6-6	repeat a sentence 6-7	repeat a tapping sequence 6-8	repeat 4 numbers 6-9	recall story facts 6-10	repeat 5 numbers 6-11
				Auditory Perception	discriminate between com. sounds 5-5	identify common sounds 5-6	locate source of sound 5-7	match beginning sounds 5-8	hear fine diff. between similar words 5-9	match rhyming sounds 5-10	match ending sounds 5-11
			Visual Memory	recall animal pictures 4-4	name objects from memory 4-5	recall a 3-color sequence 4-6	recall 2 items in a sequence 4-7	reproduce design from memory 4-8	recall 3 items in a sequence 4-9	recall 3-part design 4-10	recall word forms 4-11
		Visual Perception	match color objects 3-3	match form objects 3-4	match size objects 3-5	match size and form on paper 3-6	match numbers 3-7	match letters 3-8	match direction on design 3-9	isolate visual images 3-10	match words 3-11
	Visual Motor Performance	follow target with eyes 2-2	string beads 2-3	copy a circle 2-4	copy a cross 2-5	copy a square 2-6	cut with scissors 2-7	tie shoes 2-8	copy letters 2-9	copy a sentence 2-10	copy a diamond 2-11
Motor Coordination	creep 1-1	walk 1-2	run 1-3	jump 1-4	hop 1-5	balance on one foot 1-6	use of hands and arms 1-7	skip 1-8	balance on walking beam 1-9	jump rope assisted 1-10	jump rope unassisted 1-11
	PRE-SCHOOL						5-5½ YRS.		6-6½ YRS.		7 YRS.

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The chronological levels used in the developmental profile were based upon teacher observations covering a five year period. They are also based upon a survey of the research and expert opinion of school psychologists. The experts in the field who were used as sources were:

1. Helmer Mykelbust
2. Samuel Kirk
3. William Cruickshank
4. George Spache
5. Newell Kephart
6. Janet Lerner
7. Frank Hewett
8. Jean Piaget
9. Grace Fernald
10. Maria Montessori
11. Marianne Frostig
12. Naomi Zigmond
13. Joseph Wepman

The profile shows an approximation as to where the child should be functioning as well as the specific skills which are mastered. Four age levels are identified: pre-school, 5-5½ years, 6-6½ years and 7 years. These chronological levels as well as the sequence of skills are flexible and not for a rigid sequence.

Normative Data

During the 1967-1968 school year five learning assistance teachers, funded under ESEA Title I, used the Inventory of Developmental Tasks with first grade students with learning and or school adjustment problems.

INVENTORY OF DEVELOPMENTAL TASKS

The Inventory of Developmental Tasks was compiled as part of an ESEA Title I project during the summer of 1967. The Inventory is intended as an observational guide or tool for teachers concerned with the development of readiness. A tool which will assist them in their efforts to individualize instruction and more adequately meet the developmental needs of students.

The tasks contained within the Inventory were conceived as constituting skills necessary to the complex act of reading, but they are not in and of themselves sufficient to produce good readers. Our thesis that developmental tasks are necessary but not sufficient conditions to good reading, presupposes that there are other components such as language development, native intelligence, social-emotional states, etc., that contribute to a child's success in reading.

During the 1967-68 school year, five learning assistance teachers, funded under ESEA Title I, used the Inventory with first grade students who had earlier manifested learning and/or school adjustment problems. The IDT also served as a pre-and-post test measure of the subjects developmental skills. In addition, two other groups of first grade students were given the IDT: (1) a sample of comparable first graders were selected from non-Title I schools to serve as a control group. Pre-and-post test IDT scores were obtained for these control subjects. A second sample, called "achievers," were selected from non-Title I schools. These children were classified as more able readers by their teachers. Post IDT scores only were gathered from this group. The results and findings of the testing program are attached.

GROUP IDT SCORES

Tables I and II respectively, show the pre-and-post test scores and basic statistics for the IDT by Title I schools and control sample.

TABLE I
SANTA CLARA UNIFIED SCHOOL DISTRICT PRE TEST
INVENTORY OF DEVELOPMENTAL TASKS SCORES BY GPOUP SHOWING
NUMBER OF CASES, MEANS, AND STANDARD DEVIATIONS

	MONTICELLO N=12	WASHINGTON N=24	SCOTT LANE N=21	BROWN N=17	MAYNE N=25	CONTROL N=38
IDT 1	17.0000 1.5954	18.5833 3.0916	18.1429 1.8516	18.4118 2.0633	19.6800 2.7946	20.3158 2.3028
IDT 2	16.2500 1.1382	17.0417 2.8965	17.0952 2.6628	16.7059 2.1727	18.6800 3.3506	18.7895 2.2680
IDT 3	15.7500 2.7675	18.5417 3.7530	17.2381 2.5279	17.1765 3.4130	17.2000 3.3789	18.5526 2.8160
IDT 4	17.4167 0.9003	17.2083 3.7761	18.7143 1.8478	15.1765 2.8556	15.6000 3.1623	17.1316 1.5798
IDT 5	13.6667 1.3027	14.7083 4.5729	17.0476 2.5392	15.0000 3.4821	15.0000 3.6742	16.7105 2.5984
IDT 6	16.0000 1.5954	18.3333 3.4347	18.6190 1.8297	17.2353 3.0522	17.5200 3.3307	19.4737 2.4020
IDT 7	13.6667 1.7753	15.9167 5.4367	19.5714 1.8048	16.2353 3.8166	17.4800 2.8740	20.2368 3.1403
IDT 8	14.6667 3.3665	15.9167 4.6243	16.0952 5.3095	15.4118 3.5892	20.2000 3.1091	20.2895 3.3524
IDT TOTAL	124.4167 6.4309	136.0000 23.4484	142.5238 9.3146	132.4118 18.4765	142.1600 19.0912	151.5263 11.6242

TABLE II

SANTA CLARA UNIFIED SCHOOL DISTRICT POST TEST
INVENTORY OF DEVELOPMENTAL TASKS SCORES BY GROUP SHOWING
NUMBER OF CASES, MEANS, AND STANDARD DEVIATIONS

	MONTICELLO N=24	WASHINGTON N=24	SCOTT LANE N=21	BROWN N=17	MAYNE N=25	CONTROL N=38
IDT 1	20.0417	23.3750	23.0000	20.8235	22.6400	21.4737
	2.9997	1.0135	1.3038	1.6672	1.5513	2.1275
IDT 2	19.1667	22.1667	21.7143	20.1176	21.6400	20.6316
	3.0598	1.9262	1.6776	1.3173	1.5513	2.4978
IDT 3	16.0000	22.1667	20.6667	19.9412	21.5600	19.8158
	4.2733	1.9927	2.0817	2.6332	2.1032	2.6697
IDT 4	15.9167	22.[illegible]017	23.1905	19.2353	20.9200	18.7105
	5.4207	1.5874	1.2892	2.6108	2.1970	2.1423
IDT 5	17.0000	21.3333	22.0000	19.3529	20.8000	17.6842
	4.6904	2.1602	1.9748	1.9982	2.4833	3.8842
IDT 6	21.0833	22.7083	22.5238	22.0588	22.2000	21.5000
	2.6030	1.3345	1.2498	1.1440	1.8930	2.2511
IDT 7	19.7083	23.0417	22.5714	21.9412	23.1200	21.1053
	4.5538	1.6545	1.3256	2.2492	1.3940	3.4858
IDT 8	15.7500	22.0833	22.6190	21.1176	23.2400	20.7105
	4.6462	2.3941	1.7742	2.5710	1.3317	2.5138
IDT TOTAL	144.6667	179.6667	178.8095	162.8235	176.8400	161.9474
	25.2133	8.7411	6.2420	11.1369	9.4503	12.8293

TOTAL IDT $\bar{X}$ = 167.4589

GAIN SCORES

The gain in scores from pre-to-post tests were also computed for the above groups. These are presented in Table III.

TABLE III
GAIN SCORE FROM PRE TO POST TEST
INVENTORY OF DEVELOPMENTAL TASKS SCORES BY GROUP
SHOWING NUMBER OF CASES, MEANS, AND STANDARD DEVIATIONS

	MONTICELLO N=12	WASHINGTON N=24	SCOTT LANE N=21	BROWN N=17	MAYNE N=25	CONTROL N=38
IDT 1	2.2500	4.7917	4.8571	2.4118	2.9600	1.1579
	3.5707	2.8739	2.0319	1.6605	2.6217	2.0071
IDT 2	2.6667	5.1250	4.6190	3.4118	2.9600	1.8421
	3.5248	2.7237	2.1789	1.9704	3.1948	2.6562
IDT 3	-0.3333	3.6250	3.4286	2.7647	4.3600	1.2632
	5.7102	3.8314	2.8735	2.0165	3.1209	2.8350
IDT 4	-2.0833	5.5833	4.4762	4.0588	5.3200	1.5789
	6.0371	3.1885	2.0644	2.7035	2.4617	2.0747
IDT 5	1.8333	6.6250	4.9524	4.3529	5.8000	0.9737
	5.3058	3.5363	2.0610	2.8049	3.5824	4.0769
IDT 6	4.4167	4.3750	3.9048	4.8235	4.6800	2.0263
	2.7122	2.7475	2.0471	2.7892	3.4967	2.1496
IDT 7	4.3333	7.1250	3.0000	5.7059	5.6400	0.8684
	5.5814	4.5522	1.8708	2.9531	3.3650	3.9604
IDT 8	-0.3333	6.1667	6.5238	5.7059	3.0400	0.4211
	6.6652	4.4396	5.4279	3.2165	3.0752	2.8249
IDT TOTAL	12.7500	43.6667	36.2857	30.4118	34.6800	10.4211
	29.9397	17.9847	8.6553	11.5275	16.3318	8.8153

The gain scores for each of the Title I schools was compared to the gain scores of the control group and subjected to a test of statistical significance. The results are summarized below and indicate that student achievement on the IDT in four Title I schools was significantly greater than that of the control group.

Tests of Significance of Differences

IDT Gain Scores

	School 411 vs Control	School 412 vs Control	School 414 vs Control	School 431 vs Control	School 434 vs Control
IDT TOTAL	10.9178xxx	8.4384xxx	6.8035xxx	0.2659	6.3658xxx

xxx - significant at .001 level

STANFORD ACHIEVEMENT TEST

As part of the District total testing program, subjects in the various groups were given the Stanford Achievement Test-Reading. Table IV gives the mean and standard deviation of these scores.

TABLE IV
POST STANFORD ACHIEVEMENT TEST SCORES FOR
FIRST GRADE CHILDREN IN ALL GROUPS
SHOWING MEANS AND STANDARD DEVIATIONS

	WASHINGTON	MONTICELLO	BROWN	MAYNE	SCOTT LANE	CONTROL
Word Recognition						
$\bar{X}$	12.58	15.31	11.28	10.53	13.00	13.98
S.D.	5.45	7.04	8.92	3.51	6.20	7.39
Meaning						
$\bar{X}$	13.08	10.76	8.00	8.09	12.28	12.06
S.D.	10.73	6.82	4.24	3.94	3.95	7.42
Total Reading						
$\bar{X}$	25.67	26.07	19.38	18.59	25.28	26.04
S.D.	14.80	12.77	5.48	5.43	7.63	13.93

Again, tests of significant differences were made between schools and control. Inspection of the results, Table V, reveal that in two instances the control subjects did significantly better on total scores than students in the Title I schools.

TABLE V

POST STANFORD ACHIEVEMENT TEST SCORES FOR FIRST GRADE CHILDREN IN ALL GROUPS SHOWING "t" TESTS STATISTIC RESULTS ON MEAN DIFFERENCES BETWEEN SCHOOLS

	Washington vs. Control	Monticello vs Control	Brown vs Control	Mayne vs Control	Scott Lane vs Control
Word Recognition	-0.903	-0.790	-1.040	-2.500**	-0.538
Meaning	0.419	-0.544	-1.750	-1.733	0.096
Total	-0.010	0.009	-2.729**	-3.090	-0.284

* $t_{0.05}$

** $t_{0.01}$

The fact that the controls did as well as, if not better, than the treatment groups raises the question as to the efficacy of using the IDT and the corresponding treatment or program. This causes us to go back and restate our original thesis, developmental tasks are necessary but not a sufficient component to reading achievement. That is, to be a good reader, a child must reach a satisfactory level of development in the kinds of skills contained within the Inventory, but this is not enough to guarantee success in reading. Other variables must be considered, e.g., language development, intelligence, etc. In support of this argument, the following data is offered.

ACHIEVERS VS CONTROLS

It was previously mentioned that a group of able readers, designated "achievers" were included in our post.testing schedule. The performance of these subjects on the IDT were compared to the control group. The controls are considered low achievers in reading. The scores for both groups on each of the eight levels of the IDT, e.g., coordination, visual motor, etc., were subjected to tests of significance of differences. As shown below in the summary, the more able readers did significantly better than the controls on the IDT. Thus, the Inventory tends to distinguish between good and poor readers.

Tests of Significance of Differences

Post IDT

Achievers vs Controls

IDT SUBTEST		IDT SUBTEST	
Coordination	2.5846xx	Auditory Memory	0.2396
Visual Motor	2.9639xx	Language	0.4983
Visual Perception	3.1949xx	Conceptual	0.5739
Visual Memory	5.0020xxx	TOTAL	2.8335xx
Auditory Perception	0.7696		

xx - significant .01 level
xxx - significant .001 level

FREQUENCY OF HIGH SAT SCORES AND LOW IDT SCORES

If our orignial thesis is valid, the probability should be small that a student could achieve a high score on the SAT and a low score on the IDT. To test this postulate, a chi square analysis of frequencies was made using all subjects.

Frequency - IDT Scores

	High ≥ 168	Low ≤ 167
Low SAT ≤ 24	41	44

Chi square = 0.0529

IDT Scores

	High	Low
High SAT ≥ 25	58	37

Chi square = 4.64x

x - significant at .05 level

An interpretation of the Chi Square analysis suggests that only five times in one hundred would you expect to find a student who scored above the group mean on the SAT and at the same time performed below the mean on the IDT. This lends support to the notion that developmental skills are necessary components of reading. Correspondingly, eighty to ninety percent of the time you can expect a student to do well on the IDT but not so well on the SAT.

Good performance on the IDT is not sufficient to produce, by itself, success in reading.

PERFORMANCE OF ETHNIC GROUP

Our data permitted us to compare the performance of an ethnic sub-group to the remaining subjects. All the students, identified by their teachers as being of Spanish-American parentage, were pooled into a sub-group and their post test results were compared to the remaining students.

Tests of Significance of Differences

Ethnic vs Remainder IDT

ETHNIC		REMAINDER		
N	41	N	91	
$\bar{x}$	173.32	$\bar{x}$	163.80	
S.D.	12.22	S.D.	19.73	$t=3.38^{xx}$

Tests of Significance of Differences

Ethnic vs Remainder SAT

ETHNIC		REMAINDER		
N	41	N	91	
$\bar{x}$	22.21	$\bar{x}$	26.26	
S.D.	11.21	S.D.	11.45	$t=1.86$

.05 level significance $t \geq 2.005$
.01 level significance $t \geq 2.671$

The Spanish-American students as a group performed significantly better on the IDT when compared to the remainder. This suggests that "culturally different" children can learn these skills with much success.

These same children, as a group, had a lower mean score on the SAT than did the "remainder" group. Though the difference was not significant at the .05, the data tends to support the assumption that now factors other than developmental tasks suppress the ethnic child's ability to read.

Conclusion

The Santa Clara IDT distinguishes between good and poor readers. Developmental skills are necessary components of reading. Good performance on the IDT is not sufficient by itself to produce success in reading. Factors such as language development, native intelligence and social-emotional development also contribute to a child's success in reading.

"Culturally different" children can learn the developmental skills with great success.

Further Research

Another study, conducted in 1975 by Mrs. Phyllis Green concludes: "The best combination of variables from the Santa Clara IDT for predicting Total Reading scores, in order of contribution to subsequent reading in first grade, are: Conceptual, Language, Visual Perception and Auditory Perception scales. This combination of variables yielded a multiple correlation of .551. The proportion of variance in reading accounted for by these four variables was 30%. The best combination of variables for predicting Total Reading scores, in order of contribution to subsequent reading in second grade, are: Visual Perception, Language, Visual Motor and Motor Coordination scales. This combination of variables yielded a multiple correlation of .432; and the proportion of variance in reading accounted for by these four variables was 18.7%. Common variables found in the first and second grade equations were Language and Visual Perception.

Because of the present emphasis on the primary years, there is a pressing need for communication and continuity among the grade

levels within each school. It is necessary for kindergarten teachers to pass on to first grade teachers exactly which skills each child has mastered, and what his needs are. The Santa Clara Profile provides for this continuity. The tasks are arranged sequentially. Although they are labled with chronological levels, these are developmental guidelines. We recognize that the levels, as well as the sequence of skills, are flexible and not a rigid sequence. The developmental milestones are by no means cast in concrete, for it is the very uniqueness of each individual which necessitates our view that all assessments are flexible.

In 1977, recognizing that research indicates other important factors to beginning reading, a social-emotional strand (covering self-image, relationship to peers and relationship to adults) was added to the Santa Clara. Additional instructional activities for teachers to use with this strand were also added.

Early Identification

In order to assist the school staff to effectively conduct an early assessment procedure, a 30 minute individual screening procedure (utilizing a station approach) was added to the Santa Clara. The Station-to-Station screening approach (resulting from four years of study) produced a preliminary screening that would: (1) identify kindergarten children; (2) provide relevant information about the child's educational needs; and (3) provide data that teachers could use to individualize their programs. This screening, conducted the week before school starts, provides the teachers with information about each child that formerly took many months of observation to assemble.

Assessment of needs is the first step. Individualized diagnostic instruction and parent involvement are two other necessary components for an early primary program. Teachers need to focus on the child's individualized needs, and to group children on the basis of similar needs. Santa Clara Plus provides teachers with activities that prescribe for all areas of need. This individualized instruction ensures that appropriate achievement objectives are set for each child. It precludes children working on objectives that they have already mastered. All activities are organized to meet specific behavioral objectives. The teacher serves as the diagnostician, and prescribes activities for individual, small group or total group involvement.

Research indicates that children make greater progress in school when parents participate in program planning, and also work in the classroom as aides. Aides also help reduce the student-teacher ratio to a much more workable number. Santa Clara Plus includes simple aide instructions to involve parents in work with the children.

Evaluation is simplified since much of it is on-going evaluation. This occurs when children successfully complete developmental activities. End of year posttesting results, when recorded on the developmental profile in a different color than that used in the beginning of the year, provides a graphic representation of each childs growth during the year.

When first grade teachers receive the kindergarten profile, and build their program from those points, continuity is insured.

In order to help a child learn to cope with frustration, activity

card A-3 has as it's objective: "The child will demonstrate the ability to react to a frustrating situation in a socially acceptable way." The following recipe card lists activities suitable for small group instruction to help cope with frustration.

SAMPLE RECIPE CARD

1. Title of Skill needed
2. Numerical order of card in kit.
3. Behavioral Objective for activities on this card
4. Materials needed for the specific activity. Materials common to a classroom such as pencils, paper, scissors are often assumed.
5. Suggested size of group
6. Developmental Strand
7. 1st Activity
8. 2nd Activity
9. 3rd Activity

[2] [1] [9]

copes with frustration A-3

[3]

Objective: The child will demonstrate the ability to react to a frustrating situation in a socially acceptable way. [5] *small group*

[4]

Materials: Blocks.

[6]

Social / Emotional Development

[7]

A. Social ways –

Explore, with your class, socially acceptable ways of showing negative feelings. Have two children begin by building a block structure in front of the group. After several blocks have been stacked, have a third child knock down the blocks. Say to the group: "Suppose you were building something and someone knocked down your blocks. If you became angry, what would you do? Accept all answers. Repeat some of the answers and ask if one action is better than the other for showing angry feelings. Have the children tell why.

[8]

B. Sharing –

Adapt the above activity to this role playing situation. One child places a box of crayons and paper on the table and begins to draw. Another child comes along and, without asking, takes some of the first child's crayons. Have the children tell what they would do if someone took their crayons. List the responses on the chalkboard. Have the group read each one and tell if the action would harm them or others involved and if it would make others angry. Try another role playing activity in which *you* cause a child to respond with a negative feeling.

[9]

C. Reactions –

Write a few one-line descriptions of situations that relate to anger, sadness, frustration, etc. Make copies and distribute to the children. Leave space below each situation so the children can write in how they would react. Here are some situations to begin with: (1) You are disappointed because your parents said that you could not go to the circus with your best friend. (2) You are frustrated because your closet door is stuck and you can't open it. Encourage the children to write two or more actions they might take for each situation. Then have them put a check next to each action that would not hurt themselves or others involved and would not make others angry. Provide time for sharing and explaining the checked responses.

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A section of activities in folk games are included to enhance the children's understanding of various cultures.

There is a high interest in puppets in the primary grades. Activities for the construction and use of puppets are included to help in developing expressive language.

Summary

It is necessary to create primary, grade K-3 programs that:

A. Assess individual needs.

B. Prescribe materials appropriate for each child's needs.

C. Involve parents for support in his/her own child's education.

The Santa Clara IDT has been developed by Santa Clara Unified School District and Richard L. Zweig Associates, Inc. to provide quick, efficient pre-screening. It includes a thorough profile based on the developmental milestones established by Piaget, Kephart, Gesell and Ilg, Montessori and Kirk. This allows each teacher to determine each child's needs, and provides proper individualized materials for growth. This developmental profile (which covers pre-school to age 7) is of value to the Learning Disability Teachers and to other school professionals who work with special children. Studies show that minority youngsters profit from the Santa Clara programming since these developmental skills are common to all youngsters. When the assessment is administered to a child in his primary language an accurate developmental profile results.